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U.S. DEPARTMENT OF EDUCATION
Gaining Early Awareness and Readiness for Undergraduate Programs
(GEAR UP)
Annual Performance Report for Partnership and State Projects

COVER SHEET

1. PR/Award Number: _____
(Located in block 5 of your grant award notification)

2. Name of Grantee: _____

3. Address: _____

4. Name of Project Director/Contact Person: _____

Phone Number: _____ Fax: _____

E-mail Address: _____

5. Name of Certifying Official: _____

Phone Number: _____ E-mail Address: _____

6. Report Period: _____ to _____
Month/Day/Year Month/Day/Year

We certify that to the best of our knowledge, the information reported herein is accurate and complete.

Name of Project Director (Print)

Name of Certifying Official (Print)

Signature and Date

Signature and Date

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0777. The time required to complete this information collection is estimated to average 35 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651. **If you have comments or concerns regarding the status of your individual submission of the form, write directly to:** The GEAR UP Program, U.S. Department of Education, 1990 K Street, N.W., Suite 6101, Washington, DC 20006-8524.

INSTRUCTIONS:

This set of forms is the Annual Performance Report (APR) for GEAR UP State and partnership projects. The APR is used by the Department of Education to determine whether substantial progress has been made toward meeting the objectives of your project as outlined in your grant application or work plan for this reporting period. As required by the Government Performance and Results Act of 1993, the APR is also used to collect data addressing the performance of the GEAR UP program on a national level. Annual submission of the APR is a requirement of your grant and will be used to determine continuation funding.

The APR consists of a cover sheet and six sections. The cover sheet must be completed and signed by the project director and the certifying official and returned to the Department of Education along with the six sections on or before the due date. Due dates and procedures for submission of the APR vary depending upon the year the grant was awarded. A separate announcement including these instructions will be mailed to each grantee. Grantees are expected to complete all questions in the APR. Please write "Not Applicable" or "N/A" if a question does not pertain to your project.

Except where otherwise indicated, the reporting period for this report is as follows:

- If this is the first award year of your grant, the reporting period includes the time period from the beginning of your grant through March 30th of this year.
- If this is the second through sixth award year of your grant, the reporting period includes the period of time from the end of your last reporting period through March 30th of this year.

SECTION I: EXECUTIVE SUMMARY

1. Please provide a brief description (1-2 pages) of the current status of your project. Describe the extent to which you have implemented all program activities and components planned for this reporting period. Highlight your major outcomes, successes, and concerns.

SECTION II: NARRATIVE INFORMATION

1. The mission of the GEAR UP program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Briefly describe how your project is furthering the mission of the GEAR UP program. Specifically, address how your project is: a) improving academic performance of students in the GEAR UP cohort; b) increasing educational expectations of participating students; c) improving student and family knowledge regarding postsecondary education preparation and financing; and d) working to improve high school graduation and college-going rates.
2. What aspects of your program do you think are most successful (have the greatest impact)? Why?
3. What barriers or problems have you encountered in administering your grant, and how have you addressed these problems?
4. Describe briefly the progress that you have made in implementing your evaluation plan as described in your application for GEAR UP funding.
5. Describe how your project's activities and outcomes are likely to be sustained over time. What systemic changes have occurred in your school(s)?
6. Please provide any additional information about your project that you think would be helpful to the Department of Education in evaluating your performance or understanding the contents of your annual report.

7. Describe the progress that your project has made towards accomplishing the objectives of your project for this reporting period as outlined in your grant application or work plan. Please list your objectives in the table below, and indicate what activities have taken place, the results of those activities, and actions required (what, if any, changes do you intend to make in response to the results that you have seen). You may extend this table on to another page as needed.

Objectives: List the approved objectives from your grant application or work plan. Where applicable, provide baseline data.	Activities: List the activities that have been conducted to meet the objective.	Results: Has the objective been met? If not, what progress have you made in reaching the objective?	Actions required: Are you planning to make changes to the grant in response to the results?
Example: 1. Enrollment in 7 th grade pre-algebra, 8 th grade algebra, and 8 th grade advanced science classes will increase by 5% by next year. Baseline: Pre-algebra 7 th grade -- 10% Algebra 8 th grade -- 5% Adv. Sci. 8 th grade -- 20%	Example: Instructional support services, staff development to improve instruction, and articulation with elementary schools	Example: Enrollment changes from 2000/01 to 2001/02: 1) 7 th grade pre-algebra: +65% 2) 8 th grade algebra: +5% 3) 8 th grade advanced science: -6% (due to increased standards for enrollment).	Example: Continue to identify students needing intervention services based on achievement scores. Add science component to after school tutoring program.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

SECTION III: GRANT ADMINISTRATION AND BUDGET INFORMATION

1. In the following table, please provide information about your actual and anticipated Federal expenditures for the *current budget period*. You do not need to fill in the shaded boxes, but please indicate total amounts in line D for all columns.

Federal Budget Summary

	Total Federal Funds Awarded for Current Budget Period (September-August)	Total Federal Funds Available (Include Funds Awarded this Period and Funds Carried Over From Previous Budget Period(s))	Actual Federal Expenditures for September - March of Current Budget Period	Anticipated Federal Expenditures for April –August of Current Budget Period	Anticipated Carryover to Next Budget Period (if applicable)
1. Salaries and Wages					
2. Employee Benefits					
3. Travel					
4. Equipment Purchase					
5. Materials & Supplies					
6. Consultants & Contracts					
7. Other					
A. Total Direct Costs: (Lines 1 – 7)					
B. Total Indirect Costs:					
C. Scholarships/ Tuition Assistance					
D. Total Costs (A+B+C)					

2. In the following table, provide information about your actual and anticipated non-Federal matching contributions for the *current budget period*:

Non-Federal Matching Budget Summary

	Matching Contributions Proposed For Current Budget Period (September-August)	Actual Matching Contributions for September-March of Current Budget Period	Anticipated Matching Contributions for April – August of Current Budget Period
1. Salaries and Wages			
2. Employee Benefits			
3.Travel			
4.Equipment Purchase			
5.Materials & Supplies			
6.Consultants & Contracts			
7.Other			
A. Total Direct Costs: (Lines 1 – 7)			
B.Total Indirect Costs:			
C. Scholarships/ Tuition Assistance			
D.TOTAL COSTS (A+B+C)			

3. In the following chart, please provide information about your Federal and matching expenditures for *previous, completed budget periods*. For example, for grants that began in Fiscal Year 1999, the Year 1 budget period would be September 1999 through August 2000. If you are in the first year of your grant, you do not need to fill out this table. If you are in the second through six years of your grant, fill out information only for completed budget periods.

	Actual Federal Expenditures Year 1	Actual Matching Contributions Year 1	Actual Federal Expenditures Year 2	Actual Matching Contributions Year 2	Actual Federal Expenditures Year 3	Actual Matching Contributions Year 3	Actual Federal Expenditures Year 4	Actual Matching Contributions Year 4	Actual Federal Expenditures Year 5	Actual Matching Contributions Year 5
1.Salaries and Wages										
2.Employee Benefits										
3.Travel										
4.Equipment Purchase										
5.Materials & Supplies										
6.Consultants & Contracts										
7.Other										
A.Total Direct Costs: (Add lines 1 – 7)										
B.Total Indirect Costs										
C. Scholarships/ Tuition Assistance										
D.TOTAL COSTS (A+B+C)										

4. If you are not expending Federal or matching funds as originally budgeted, please provide an explanation for the change and describe how you plan to expend carryover funds and meet your matching requirements.
5. Describe any significant changes in your project design since the approval of your grant application (*e.g.*, changing from individual tutoring to group tutoring or placing more emphasis on enrichment activities rather than remediation). Do you anticipate making changes to your project design in the coming year? If so, please describe. How have any changes or anticipated changes affected your budget?
6. Please list the names and titles of all individuals paid by GEAR UP Federal or matching funds, and indicate the percentage of time each individual spends working on the GEAR UP grant. (If the percentage of time is not available, you may indicate the number of hours that individual was paid with GEAR UP funds instead.)
7. Describe any changes to key personnel of this grant that have come about over the past year, including changes in titles, changes in percentage of time that a person is devoting to the project, hiring of a key staff person, departure of a key staff person, or addition or elimination of a position. Discuss any significant changes to key personnel proposed or anticipated for the coming year.
8. Describe any changes to the roles of your partners during the past year. Have any partners been added to your grant? Have any partners discontinued their participation in your grant? Has the role of any existing partner changed significantly?
9. Describe briefly your project's record keeping system for collecting and reporting student outcome/achievement data and participation in GEAR UP activities. Specifically, what method(s) does your project use to collect and maintain student, parent and teacher participation in GEAR UP activities? How do you link student outcome/achievement data with student participation? How does your project use the data collected to evaluate and guide the project?
10. If your project has a scholarship component for postsecondary education, please provide: a) information about the amount of scholarship money (Federal and/or matching funds) that has been obligated; b) information regarding where scholarship funds are held pending distribution to former GEAR UP students (*e.g.*, are the funds in a trust account?); and c) how the funds will be disbursed and to whom. If you have already disbursed scholarship money to students, please indicate the amount of money disbursed, the number of students who received scholarships, and the average amount of the scholarships awarded.

SECTION IV: DEMOGRAPHIC DATA AND DATA REGARDING SERVICES PROVIDED

1. Demographic Data: Please complete the following tables requesting demographic data on GEAR UP students.

A. Students Served: Please complete the following table indicating the number of students served by your project.

	Number of Students
Number of students you proposed to serve during the reporting period (obtain from your grant application)	
Actual number of students in your cohort(s) during the reporting period (<i>i.e.</i> , number of students served)	

B. Participant Distribution by Ethnic Background: The following table regarding the ethnic background of GEAR UP students is not mandatory, but is extremely helpful to the Department of Education in reporting on the ethnic characteristics of students served by the program. The race/ethnicity categories used in this section are consistent with the Department of Education's policy on the collection of racial and ethnic information. These categories are defined as follows:

American Indian or Alaska Native – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition.

Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, and the Philippine Islands.

Black or African American – A person having origins in any of the black racial groups of Africa.

Hispanic or Latino – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

White – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii or other pacific islands such as Samoa and Guam.

Ethnicity:	Number of GEAR UP Students
American Indian or Alaska Native	
Asian	
Black or African American	
Hispanic or Latino	
White	
Native Hawaiian or Other Pacific Islander	
Total	

C. Participation by Gender: Complete the following table regarding the gender of GEAR UP students.

Gender:	Number of GEAR UP students
Male	
Female	
Total Students Served (should equal total number of students in cohort in Section IV, 1A)	

D. Participant Distribution by Grade and New or Continuing Status: Please complete the following table indicating the number of students in each grade that are new to GEAR UP (received GEAR UP services for the first time during the reporting period) and the number of current students who are continuing (received GEAR UP services during a prior period).

Grade Level:	Number of New GEAR UP Students	Number of Continuing GEAR UP Students
K-4		
5		
6		
7		
8		
9		
10		
11		
12		
Total		

E. Participants with Limited English Proficiency: Completion of this table is not mandatory but is extremely helpful to the Department of Education in reporting on the characteristics of students served by the GEAR UP program. If you choose to do so, please complete the following table indicating the number of GEAR UP students with Limited English Proficiency served by your project during the reporting period.

Limited English Proficiency: For the purposes of this table, Limited English Proficiency means a person whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.

	Number of GEAR UP Students
GEAR UP students with Limited English Proficiency	

F. Participants with Individualized Education Programs (IEPs) as Required by the Individuals with Disabilities in Education Act Amendment of 1997 (IDEA): Completion of this table is not mandatory but is extremely helpful to the Department of Education in reporting on the characteristics of students served by the GEAR UP program. If you choose to do so, please complete the following table indicating the number of GEAR UP students with Individualized Education Programs.

	Number of GEAR UP Students
GEAR UP students with Individualized Education Programs	

2. **Participating Schools and Housing Projects:** Please complete the appropriate table below indicating the schools or housing projects participating in your grant.

A. Participating Schools: If your grant is a partnership grant using a cohort model, please list all of schools participating in your GEAR UP project. A participating school is a partner school identified in your GEAR UP application or is a school in which GEAR UP services are provided. Please include all schools you identified in your application, even if they do not yet have students participating in GEAR UP (*e.g.*, if the GEAR UP cohort consists of 7th graders, please list the GEAR UP high school(s) that the students will attend). In appropriate boxes, indicate all relevant grade levels separated by commas (*e.g.*, 6, 7, 8). ***State grants and partnership grants using a public housing model do not need to complete this table.***

Name of School	Grade Levels Offered	Grade Levels Served by GEAR UP	Percentage of Students Eligible for Free and Reduced Price Lunch	City	State	Zip Code

B. Participating Housing Projects: Complete this table ***only if your project uses a public housing model.*** If your project is serving a public housing authority, please provide the name(s) of the public housing project(s). Indicate grade levels separated by commas (*e.g.*, 6, 7, 8).

Name of Public Housing Project	Grade Levels Served by GEAR UP	City	State	Zip Code

C. Number of Schools Participating in State GEAR UP Projects: For State grants only, please indicate the number of schools participating in your GEAR UP project during the current year. ***Partnership grants do not need to complete this table.***

Number of Schools Participating in the State GEAR UP project	
---------------------------------------------------------------------	--

- 3. Services Provided to Students:** In the following table, place an “X” in the first column next to the types of services provided by your project with GEAR UP Federal or matching funds. For each type of service provided, indicate the number of students who received the service during the reporting period and the average number of hours of service provided per student during the reporting period.

Place an “X” in this column if your project provides this type of service	Type of Service	Number of Students in the GEAR UP Cohort Who Received the Service	Average Hours of Service Per Participant Receiving the Service Per Year
	Tutoring/homework assistance/academic enrichment		
	Computer assisted lab		
	Mentoring		
	Counseling/advising/academic planning/career counseling		
	College visit/college student shadowing		
	Job site visit/job shadowing		
	Summer programs		
	Educational field trips		
	Workshops		
	Family events		
	Cultural events		
	Other (please specify)		

- 4. Services Provided to Parents:** In the following table, place an “X” in the first column next to the types of services provided by your project using GEAR UP Federal or matching funding. For each type of service provided, indicate the number of parents (or guardians) who received the service during the reporting period and the average number of hours of service provided per parent during the reporting period.

Place an “X” in this column if your project provides this type of service	Type of Service	Number of Parents of Students in the GEAR UP Cohort Who Received the Service	Average Hours of Service Per Participant Receiving the Service Per Year
	Workshops on college preparation/financial aid		
	Counseling/advising		
	College visits		
	Family events		
	Other (please specify)		

5. **Services Provided to Teachers:** Please complete the following table indicating professional development provided to GEAR UP teachers. Include all teachers who taught GEAR UP students, irrespective of whether their salaries are paid using GEAR UP funding.

Number of teachers who taught GEAR UP students during the reporting period	Number of teachers of GEAR UP students who participated in GEAR UP sponsored professional development during the reporting period (April through March)	Average hours of professional development per participating teacher during the reporting period

6. **Services Provided to Schools:** Please complete the following table indicating services provided to GEAR UP schools.

Place an "X" in this column if your project provides this type of service	Type of Service
	Curriculum development
	School reform efforts
	Other (please specify)

SECTION V: GEAR UP STUDENT OUTCOMES

This section of the report requests outcome information for current participants. Because GEAR UP performance reports are due in the spring of each year, it is not possible to report end of school year grades and outcomes for current students. As a result, the tables generally request projects to report on the progress of current students up to the time of the report or at the mid-point of the school year.

- 1. Students Enrolled in Advanced Courses by Grade Level:** Please complete the following table indicating the number of current GEAR UP students enrolled in advanced courses. “Advanced courses” are classes that are identified as above grade level by the student’s school. If an advanced course is not offered, please respond “N/A”. *Optional:* If your cohort has changed significantly over time, and you would like to provide information about your original cohort, you may (but are not required to) provide information about students in your original cohort in parentheses after or below the numbers provided for the current cohort.

Current grade level	Number of Students Enrolled in Advanced Mathematics Courses	Number of Students Enrolled in Advanced English/Language Arts Courses	Number of Students Enrolled in Advanced Science Courses
6			
7			
8			
9			
10			
11			
12			
Total			

- 2. Cumulative Course Completion:** Please complete the following table indicating the number of GEAR UP students who have successfully completed the courses identified. The names for math classes can vary among schools. Classify courses based on the content of the course. “Advanced Placement” classes are courses designed to prepare students for the Advanced Placement Exams. *Optional:* If your cohort has changed significantly over time, and you would like to provide information about your original cohort, you may (but are not required to) provide information about students in your original cohort in parentheses after or below the numbers provided for the current cohort.

Current grade level	Pre-algebra	Algebra 1 or equivalent	Geometry	Algebra II	Calculus	Chemistry	Physics	At least one Advanced Placement class
6								
7								
8								
9								
10								
11								
12								
Total								

- 3. Educational Progress by Current GEAR UP Students:** Please complete the table below indicating educational progress of current GEAR UP students. Where available, use standardized test scores to determine whether a student is performing at or above grade level. If standardized test scores are not available, use school assessment. If school assessment is used, please place an asterisk next to the number. ***Optional:*** If your cohort has changed significantly over time, and you would like to provide information about your original cohort, you may (but are not required to) provide information about students in your original cohort in parentheses after or below the numbers provided for the current cohort.

Grade Level	Number of Students Performing at or above Grade Level in English/Language Arts	Number of Students Performing at or above Grade Level in Mathematics	Number of Students Promoted to the Next Grade Level at the End of the Prior School Year	Number of Students with 5 or More Unexcused Absences During the First 2 Quarters of the School Year	Number of Students Taking ACT or SAT Exam
6					
7					
8					
9					
10					
11					
12					
Total					

SECTION VI: SURVEY DATA

In order to complete the APR, you will need to administer surveys to GEAR UP students and parents at least *every two years*. Separate surveys should be provided to GEAR UP students and parents. *Each survey must include certain mandatory questions*. Mandatory questions for the student survey are listed in Appendix A. Mandatory questions for the parent survey are listed in Appendix B. If desired, you may translate these questions into other languages. If you would like to add additional questions to the surveys for your internal purposes, you may do so. If you are in the first award period of your grant and you have not yet conducted student and parent surveys, you may respond “N/A” to the questions in this section.

- 1. **Survey Administration:** In the following box, please describe how your student and parent surveys are administered. When are the surveys distributed and how (*e.g.*, are the surveys distributed in the classroom, at GEAR UP events, through the mail, or during home visits)? How are you ensuring an adequate response rate?

Describe the Administration of Your Surveys

2. Student Survey Results: Please complete the following tables indicating the results of your student survey.

A. Grade Level of Survey Respondents: Please complete the following table indicating the number of GEAR UP students at each grade level who were given and responded to the survey.

Grade Level	Number of students given the survey	Number of students who responded to the survey
6		
7		
8		
9		
10		
11		
12		
Other		
Total		

B. Number of Students who Have Spoken with Someone about College Entrance Requirements and Financial Aid: Please complete the following table indicating student response to survey questions 2 and 3 in Appendix A.

Grade level	Number of students who <i>have</i> spoken with someone about college entrance requirements. (Students who responded positively to question No. 2 from Appendix A.)	Number of students who <i>have not</i> spoken with someone about college entrance requirements. (Students who responded negatively to question No. 2 from Appendix A.)	Number of students who <i>have</i> spoken with someone about the availability of financial aid. (Students who responded positively to question No. 3 from Appendix A.)	Number of students who <i>have not</i> spoken with someone about the availability of financial aid. (Students who responded negatively to question No. 3 from Appendix A.)
6				
7				
8				
9				
10				
11				
12				
Other				
Total				

- C. Educational Expectations:** Please complete the following table indicating student responses to survey question number 4 in Appendix A regarding educational expectations.

Response	Total Number of Students Grades 6-8 Responding	Total Number of Students Grades 9 –10 Responding	Total Number of Students Grades 11-12 Responding
High school or less			
Some college, but less than a 4-year college degree			
4-year college degree or higher			

- D. Perceptions of Affordability:** Please complete the following table indicating student response to question number 5 from Appendix A, “Do you think that you could afford to attend a public 4-year college using financial aid, scholarships, and your family’s resources?”

Response	Number of Students Responding
Definitely	
Probably	
Not sure	
Probably not	
Definitely not	

- 3. Parent Survey Results:** Please complete the following tables indicating the results of your parent survey.

- A. Number of Parents who Were Given and Completed the Survey:** Please complete the following table indicating the number of parents who were given and completed the survey.

Number of Parents Given Survey	Number of Parents Who Completed Survey

- B. Number of Parents who Have Spoken with Someone about College Entrance Requirements and Financial Aid:** Please complete the following table indicating parent response to survey questions 1 and 2 from Appendix B.

Response	Total Number of Parents Responding
Question 1, Yes (have spoken with someone about college entrance requirements)	
Question 1, No (have not spoken with someone about college entrance requirements)	
Question 2, Yes (have spoken with someone about financial aid)	
Question 2, No (have not spoken with someone about financial aid)	

- C. Number of Parents who Have Spoken With Their Children About College:** Please complete the following table indicating parent response to survey question number 3 from Appendix B, “Have you talked with your child about attending college?”

Response	Total Number of Parents Responding
Yes	
No	

- D. Educational Expectations:** Please complete the following table indicating parent responses to survey question number 4 in Appendix B, “What is the highest level of education that you think your child will achieve?”

Response	Total Number of Parents Responding
High school or less	
Some college, but less than a 4-year college degree	
4-year college degree or higher	

- E. Perceptions of Affordability:** Please complete the following table indicating parent response to question number 5 from Appendix B, “Do you think that your child could afford to attend a public 4-year college using financial aid, scholarships, and your family’s resources?”

Response	Number of Parents Responding
Definitely	
Probably	
Not sure	
Probably not	
Definitely not	

APPENDIX A

The student survey must contain the following questions:

1. What is your current grade level?
 - a. Grade 6
 - b. Grade 7
 - c. Grade 8
 - d. Grade 9
 - e. Grade 10
 - f. Grade 11
 - g. Grade 12
 - h. Other
2. Has anyone from your school or GEAR UP ever spoken with you about college entrance requirements or the courses that you need to take in high school in order to prepare for college?
 - a. Yes
 - b. No
3. Has anyone from your school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college?
 - a. Yes
 - b. No
4. What is the highest level of education that you expect to obtain?
 - a. High school or less
 - b. Some college but less than a 4-year college degree
 - c. 4-year college degree or higher
5. Do you think that you could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?
 - a. Definitely
 - b. Probably
 - c. Not sure
 - d. Probably not
 - e. Definitely not

APPENDIX B

The parent survey must contain the following questions:

1. Has anyone from your child's school or GEAR UP ever spoken with you about college entrance requirements or the courses that your child will need to take in high school in order to prepare for college?
 - a. Yes
 - b. No
2. Has anyone from your child's school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college?
 - a. Yes
 - b. No
3. Have you talked with your child about attending college?
 - a. Yes
 - b. No
4. What is the highest level of education that you think your child will achieve?
 - a. High school or less
 - b. Some college but less than a 4-year college degree
 - c. 4-year college degree or higher
5. Do you think that your child could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?
 - a. Definitely
 - b. Probably
 - c. Not sure
 - d. Probably not
 - e. Definitely not